

ōmō ^ˈ rē	'his child'	MM
ōyīn ^ˈ rē	'your honey'	ML
ōdó ^ˈ rē	'his mortar'	HM
ōṣē ^ˈ rē	'your soap'	ML
ōrí ^ˈ rē	'your head'	HL

23. Low-RISE MID-Low vs. Low-MID MID-Low

- Responses: (1) SAME/DIFFERENT
(2) RISE-MID/MID-MID

ìlǔ ^ˈ rē	'his city'	ìlū ^ˈ rē	'his awl'
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24. High-SECOND MID-Mid vs. High-SECOND SECOND-Mid

- Responses: (1) SAME/DIFFERENT
(2) SECOND-MID/SECOND-SECOND

lòbè ^ˈ wā	'our knife'	lòbè ^ˈ wā	'our soup'
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N.B. The tonal pattern which is here marked as H-22-M is exceptional in that it contains an instance of second tone on a second mora in contrast with mid tone. The tonal pattern which one would expect in the contracted form of ní òbè^ˈwā is of course H-FM-M, and -FM-M does in fact occur in some circumstances, but apparently not with phrases of the kind used in this drill.

25. High-MID MID-Low vs. High-SECOND SECOND-Low

- Responses: (1) SAME/DIFFERENT
(2) MID-MID/SECOND-SECOND

fókò ^ˈ rē	'for her husband'	fókò ^ˈ rē	'for his car'
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26. High-HIGH MID-Low vs. High-MID MID-Low

- Responses: (1) SAME/DIFFERENT
 (2) HIGH-MID/MID-MID

fókó'rè 'for his hoe' fókò'rè 'for her husband

27. High-SECOND LOW-Mid vs. High-MID LOW-Mid

INSTRUCTIONS: In this drill and in all other drills in this format, the instructor should read aloud all three expressions in List A, followed by the first expression in List C. Then, he should read aloud all three expressions in List B, followed by the first item in List C. The student is to decide whether the expression from List C belongs tonally with List A, or with List B. The same procedure is repeated for each expression in List C, or until the student has demonstrated that the exercise is easy for him. Then, the class should proceed to drills in identification, mimicry, and independent production by the student, as outlined on pp. 50-52.

In this exercise and in other exercises which consist of expressions that begin with ní, the word ní is not translated into English.

The format of this exercise is made necessary by the absence of suitable minimal pairs of phrases in Yoruba.

List A

lágá'mī 'my chair'
 lágbon'mī 'my coconut'
 lẹkọ'mī 'my ẹkọ'

List B

lémū'mī 'wine'
 lérān'mī 'meat'
 lẹyīn'mī 'eggs'

List C

lawo'mī 'plate'
 lagbo'mī 'herb brew'
 laṣọ'mī 'cloth'
 lata'mī 'pepper'

lɔbɛ̃ˈmɪ	'knife'
lɛ̃jaˈmɪ	'fish'
leteˈmɪ	'plan, conspiracy'

28. High-SECOND MID-Low vs. High-MID MID-Low

<u>List A</u>		<u>List B</u>	
lágáˈrɛ̀	'his chair'	lémūˈrɛ̀	'his wine'
lágbɔ̀nˈrɛ̀	'his coconut'	lérānˈrɛ̀	'his meat'
lékòˈrɛ̀	'his ɛ̀kò'	lɛ̀yīnˈrɛ̀	'his eggs'

List C

lésɔˈrɛ̀	'his fruit'
lɔ̃sɛ̃ˈrɛ̀	'his soap'
lókoˈrɛ̀	'his farm'
níwoˈrɛ̀	'his horn'
lōmɔ̃ˈrɛ̀	'his child'
níjɛ̃ˈrɛ̀	'his bait'

29. High-SECOND LOW-Mid vs. High-FALL LOW-Mid

- Responses: (1) SAME/DIFFERENT
 (2) SECOND-LOW/FALL-LOW

lɔ̃bɛ̃ˈmī	'my knife'	lɔ̃bɛ̃ˈmī	'my soup'
lɔ̃bɛ̃ˈrɛ̃	'your knife'	lɔ̃bɛ̃ˈrɛ̃	'your soup'